DOCUMENT RESUME

ED 336 692 CG 023 668

AUTHOR Obradovich, Letti Dintino
TITLE Improving Sixth Grade Students' Social Skills through the Implementation of the Social Skills for Daily Living Program.
PUB DATE 91
NOTE 97p.; Ed.D. practicum report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Daily Living Skills; Grade 6; Intermediate Grades; *Interpersonal Competence; *Learning Disabilities; *Low Achievement; Middle Schools; Program Effectiveness; School Readiness
IDENTIFIERS *Middle School Students

ABSTRACT

Preparing students for high school is only one of the many functions of middle school. It is expected that by this time children would have acquired the behaviors necessary to interact appropriately with peers and adults. This practicum was designed to help the low achieving and the learning disabled student (SLD) acquire appropriate social skills. The general goal was to have the students involved in the project demonstrate proficiency in accepting thanks, saying thanks, accepting compliments, giving compliments, apologizing, accepting "no", accepting criticism, and resisting peer pressure. A secondary aim was to decrease the number of students placed in the after school detention program. A survey documenting the need for a social skills project was administered to the teachers. The Social Skills for Daily Living program, a pull out program was introduced with low achieving and learning disabled sixth grade students (N=53). Posttests of each social skill indicated that the program increased learning of social behaviors. Of the 53 students involved in the practicum, 49 were able to master the skills on their first attempt. A posttest completed by mainstream teachers indicated that 44 out of the 53 were using the behaviors outside of the pull out program classroom. A comparison of students serving detentions indicated that there were significantly fewer detentions being written in the 1990-1991 school year as opposed to the 1989-1990 school year. (LLL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED336692

Improving Sixth Grade Students' Social SKills Through the Implementation of the Social Skills for Daily Living Program

by

Letti Dintino Obradovich

Cluster 30

CG023668

A Practicum II Report presented to the Ed. D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NOVA UNIVERSITY

1991

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Letti D. Obradovich

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Harlee Sievers Harlee J. Sievers
Harlee Sievers

Exceptional Student Education Coordinator
Title

3505 Shenandoah Blvd.
Address

West Palm Beach, Florida 33409

5-16-91
Date

This practicum report was submitted by Letti Obradovich under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

5/20/91 JoEllen Salce Rogers
Date of Final Approval of Report JoEllen Salce Rogers, Ph.D., Advisor

ACKNOWLEDGEMENT

This work is dedicated to my family who applauded my accomplishments, soothed my disappointments, and shared my dreams. Because of their encouragement and God's guidance, the path I chose was easily traveled.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENT.....iii

TABLE OF CONTENTS.....iv

LIST OF TABLES.....vi

LIST OF FIGURES..... vii

ABSTRACT.....viii

Chapter

I INTRODUCTION.....

Description of Work Setting and Community.....1
Writer's Work Setting and Role.....4

II STUDY OF THE PROBLEM.....

Problem Description.....6
Problem Documentation.....7
Causative Analysis.....9
Relationship of the Problem to the Literature.....11

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS.....

Goals and Expectations.....18
Behavioral Objectives.....18
Measurement of Objectives.....18

IV SOLUTION STRATEGY.....

Discussion and Evaluation of Solutions.....21
Description of Selected Solution.....36
Report of Action Taken.....41

V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS.....

Results.....62
Conclusion.....69
Recommendations.....69
Dissemination.....70

REFERENCES.....71

Appendices
A TEACHER SURVEY.....74
B ADMINISTRATIVE SURVEY.....75
C ADMINISTRATIVE DETENTION ANALYSIS.....76
D PRE AND POST CHECKLIST OF STUDENT BEHAVIORS.....77
E AWARENESS QUIZ.....78
F TEACHER DETENTION SURVEY.....79
G PARENTAL SURVEY.....80

LIST OF TABLES

Table Page

1 Comparison of Reading Means of LD and Basic Students.. 4

2 Results of Parental Survey.....66

3 Comparison of Number of Detentions Served.....67

LIST OF FIGURES

Figure

1 Pre and Post Test Results of Behavior Checklist.....65

ABSTRACT

Improving Sixth Grade Students' Social Skills Through the Implementation of Social Skills for Daily Living Program. Obradovich, Letti D., 1991: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Social Skills/Social Values/Social Behaviors/Social Deficits/Socially Handicapped/Culturally Deprived/Culturally Handicapped/Low Achievers/Delinquent Behavior/Social Adjustment Learning Disabled/Middle School Children

This practicum was designed to help the low achieving and the learning disabled student (SLD) acquire appropriate social skills. The general goal was to have the students involved in the project demonstrate proficiency in Accepting Thanks, Saying Thanks, Accepting Compliments, Giving Compliments, Apologizing, Accepting "No", Accepting Criticism, and Resisting Peer Pressure. A secondary aim was to decrease the number of students placed in the after school detention program.

A survey documenting the need for a social skills project was administered to the teachers. The writer initiated the Social Skills for Daily Living program. The writer introduced a pull out program with low achieving and learning disabled sixth grade students. Students met with the writer once a week for 32 weeks. To stimulate continued interest and enthusiasm, a board game with the students' pictures was invented by the writer.

Post tests of each social skill indicated that the program increased learning of social behaviors. Forty-nine of the fifty-three students involved in the practicum were able to master the skills on their first attempt. A post test completed by mainstream teachers indicated that 44 out of the 53 were using the behaviors outside the writer's classroom. A comparison of students serving detentions indicated that there was significantly fewer detentions being written in the 1990-1991 school year as opposed to the 1989-1990 school year.

****

Permission Statement

As a student in the Ed.D. Program in Early and Middle Childhood, I do (X) do not ( ) give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

May 24, 1991
Date

Letti D. Obradovich
(signature)

CHAPTER I

INTRODUCTION

Description of Community

The work setting for this practicum was a beautifully constructed, recently built middle school in close proximity to an equally beautiful country club and golf course. However, many of the children who attend the school did not have access to a country club environment. The school was located in the suburbs of a southeast coast city. As with much of the region, the area was rapidly changing. It was emerging from a rural district to a highly residential area. The neighborhood was largely middle income, single family homes and multiple dwellings. A recently built high school was within walking distance of the middle school. The middle school was a single level brick structure with a gymnasium, cafetorium, running track, baseball field, mini golf course, and tennis, racquetball, and basketball courts. A large media center completed the physical layout of the middle school. The student population ranged from lower to middle to upper middle class economically. The school had an enrollment of 1300 students. The racial composite of the school was sixty-one percent White, thirty-for percent Black, and five percent Hispanic and other. The student population was generated from 13 elementary schools. Thirty-five percent of the students participate in free and reduced lunch programs. Bus transportation was provided for

60 percent of the students.

A well developed sports program included track, baseball, swimming, soccer, wrestling, and bowling. While the baseball program had been designed exclusively for the boys, there were programs designed for girls as well and these included; basketball, baseball, softball, tennis, volleyball, and soccer. A marching band, cheerleader squad, and a pep club rounded out the extracurricular activities for those interested students. The following is a list of the numerous clubs which catered to the many diversified interests of the students and were offered as after school program: Students Against Drunk Drivers, Human Relations, Crime Watch, Academic Games, Photography, Models, Model Rocketry, Radio Control Cars, Drill Team, Campus Beatification, Collector's Club, Chess Club, Camping Club, Fishing Club, and Surf Club.

The school staff was comprised of one principal, four assistant principals, 66 teachers, three guidance counselors, one media specialist, one work experience coordinator, two media aides, one speech therapist, six teacher assistants, two permanent substitutes, four secretaries, one bookkeeper, one security investigator and a full complement of cafeteria and janitorial help. Alternative education, dropout prevention, and a remedial reading program were all in place at this middle school.

An active Parent Teacher Advisory Board assisted the principal in establishing student policy.

The subjects for this practicum were 53 sixth grade learning disabled (LD) and low achieving students. Although they were pulled from two separate segments of the population, there were some similarities. The LD student had been formally diagnosed by learning disabilities specialists as learning disabled. These students attended specific learning disabilities (SLD) classes on a part-time basis. Academically, they functioned below grade level. Evidence of this was obtained from the Brigance Diagnostic Inventory of Basic Skills, a criterion reference test. This test was administered to each student upon his or her entrance into the SLD program. The results of the test aided in determination of student placement within in the curriculum. The IQ mean for these students was 99. Their IQ's ranged from 83 to 114. The students had a reading level mean of fourth grade, and their stanine mean for reading was 3.25.

The low achieving students also had depressed academic scores. Their stanine mean for reading was 3. The predominate familial structure of both populations consisted of one parent households with the socioeconomic background being largely lower middle income. Many of the students were not highly motivated toward learning. The racial composite of the classes somewhat resembled that of the school population. They had poor self-concepts and mild to severe behavioral problems.

Table 1

Reading Stanine Means of Sixth Grade LD and Basic Students

	Stanine Mean
Sixth Grade Learning Disabled Students	3.25
Sixth Grade Low Achieving Students	3.0

The writer has been working in special education for seven years. For the first two years she worked as an instructional aide and for the past five years she has functioned as a specific learning disabilities teacher. The writer is a language arts and learning strategies teacher in the Exceptional Student Education (ESE) Department. The department has three part-time specific learning disabilities units, three full-time units, four emotionally handicapped classes, and two gifted classes. A full-time ESE coordinator handles all departmental responsibilities. The writer is nationally certified as a trainer of other learning strategies teachers. She is the designated learning strategies teacher at the middle school. Learning strategies is a content free class that teaches the child how to learn rather than what to learn. Since the goal of learning strategies is to encourage the LD student to generalize the strategies, it becomes expedient to work closely with the regular teacher. It is, therefore, the writer's responsibility to help the regular teacher understand how the special need child will use learning

strategies in the mainstream classes.

Further work experience in the field of education includes instructing emotionally disturbed children in a mental health facility, tutoring learning disabled children, and teaching a class, for the past three years, at a local community college. She is also responsible for initiating and organizing a parenting group for young mothers which meets bimonthly. The writer acts as a facilitator.

The writer received an Associate of Science degree in Mental Health Technology from a local junior college. She earned a Bachelor of Professional Studies from a South Florida university and a Master of Science degree in Specific Learning Disabilities from a South Florida university.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Preparing students for high school is but one of the many functions of middle school. However, it is expected that by this time children would have acquired the behaviors necessary to interact appropriately with peers and adults. After all, in order to compete in all aspects of school and community settings, it is essential that these skills be mastered. Still, many learning and basic children were not demonstrating appropriate social skills. These two segments of the school population had had many similar experiences which contributed greatly to their poor social behaviors. They were not as cognitively or socially competent as many of the other children. Their history of failure often impacted their socialization process. They were not enjoying the successes that contribute to confidence, self-esteem, and social competence. These children see their locus of control as external rather than internal and feel that they are being acted upon rather than believing they have a say in their destiny. The LD child and the low achieving student rarely get involved in the extracurricular activities that the school provides. Generally, their experience is restricted to those students with similar academic limitations.

Although there was no school wide program to teach social skills, there was an attempt to counsel students who have severe behavior problems. However, with the student population reaching 1300 and the counselors numbering three, it was logistically impossible to do one-on-one counseling. Therefore, it had become the pattern of the school to deal primarily with discipline problems in a punitive way. One reason that this was not an effective learning experience for the student was that it was assumed that the child knew the correct behavior and failed to apply it. The premise was entirely incorrect. Actually, with many of the LD and basic children, they cannot discriminate which social situation requires which skill. Therefore, punishing them for inappropriate behaviors without supplying appropriate skills will not guarantee extinction of the undesired behaviors.

The problem at the middle school was that learning disabled and low achieving sixth grade students were not demonstrating appropriate social skills. They lacked the social behaviors necessary for success in academic and social settings.

Problem Documentation

Evidence of this problem was well documented. The writer conducted a survey among the teachers at the middle school (Appendix A). Of the 63 surveys circulated, 55 were returned. All of the returned surveys reported

inappropriate social skills as areas of concern. Furthermore, all the respondents agreed that a program was needed to help the students learn appropriate social skills. Teachers added the following comments: Excellent idea; These students have not been taught appropriate social skills and need to learn them; Students need to learn what responsibilities are; This would reduce time spent on discipline and save time for more learning.

Administrators too saw a need for a social skills program. A survey was disseminated to the administrators and the counselors (Appendix B). Of the eight surveys distributed, seven were returned stating that inappropriate skills were concerns of theirs and that a program was indeed needed. They all agreed that a program would reduce the number of suspensions and detentions written.

The writer designed an instrument which was used to compare the 1989-1990 after school administrative detention lists with the 1990-1991 lists (Appendix C). It was expected that after eight months of implementation, there would be a significant decrease by 1991. Detentions were given for various infractions of the school rules and policies.

Another instrument was developed by the writer to assess the observable student social behaviors (Appendix D). This was used as a pre and post checklist and was issued to each of the sixth grade language arts teachers. It was expected that the majority of the students would demonstrate

inadequate social skills on the pretest and a significant improvement on the post test.

Finally, literature in the field supported the need for teaching appropriate social skills to special needs and basic children. Many social skills programs were published annually to address this growing concern of many professionals in the field.

Causal Analysis

Causes for the insufficiency of adequate social skills are wide and varied, beginning with poor self-concepts to restricted home environments. This is not to imply that every special needs and low functioning child has been influenced by every cause suggested in this report; however, one or more of these reasons had impeded the development of appropriate social behaviors. Just as the causes of learning disabilities are complex, so are the conditions for the inability to acquire competency in social behaviors.

First, there was often an insufficient cognitive proficiency that was required to meet the social and academic demands of the school setting. Furthermore, low achieving children lack the maturity to differentiate which responses are appropriate for which social situations. This required social problem solving which may not have beem part of their repertoire. They simply did not have the social competence to meet this difficult task.

There was very little opportunity for LD and low functioning children to see socially skillful peers modeling appropriate behaviors since many interacted exclusively with other academically deficient students. For the LD child this isolation was due partly to the stigma attached to the label of learning disabled. For the low achieving or basic child, tracking had restricted contact with students in the regular and more advanced classes. Of course, there was little guarantee that regular students would necessarily include him in their circle of friends. The social status of special needs and basic students was poorer than the regular student. Furthermore, the LD and basic student seemed to live up to the teacher's expectation of his performance.

Another reason for poor social behaviors may be the way that these children had learned to interact with family members. There was reason to believe that inadequate parenting skills may have fostered undesirable behaviors in these children. Unmet needs in infancy produce an insecurely attached child. Furthermore, socially incompetent children have often experienced hostile and aggressive care-giving. The way in which a parent or family members speak to the child may affect the development of the acquisition of social behaviors.

Poor self-image is yet one more reason the special needs and low functioning child struggles with appropriate social skills. The continuous failure experienced over the

years manifests itself in low self-esteem. Unlike many of the regular students, special needs and lower functioning children do not have a backlog of success on which to build self confidence. These children operate on a failure script, believing that they cannot learn. This often produces a hostile, acting out child. Moreover, continued failure can result in a lack of motivation.

Finally, a component of failure is lack of motivation. If a child lacks self-worth, these feelings of inferiority can affect the student's motivation for learning new academic and social behaviors. He may begin to manifest withdrawn behaviors which are as much of a social deficit as acting out behaviors.

Relationship of the Problem to Literature

Research of the literature revealed that professionals in the field have a great deal to say about the learning disabled and the low functioning child, their inadequate social skills and the causes of these deficits. The LD child is no stranger to failure. In a recent publication, Ellis (1986) stated that learners who think little of their ability prefer assignments that require little risk of failure. Either he was defensive due to feelings of inferiority and would choose the tasks that were not challenging, or he was not aware of his limitations and would overestimate his ability. It was not difficult to realize the implications this presented for the social

performance of the LD child.

Ellis felt there was a trend towards cognitive and metacognitive training to improve learning effectiveness and social performance LD students. The self-concept of the child was a major factor in the acquisition and generalization of new social skills strategies.

Failure and lack of motivation continued to impact the literature as causes for inadequate social behaviors. Grossnickle (1988) placed critical importance on the effect of the unmotivated student in the learning environment. He claimed that having just one child in the classroom who lacked goals and ambition and was demonstrating behaviors of boredom and disinterest would have a negative effect on the rest of the class. Grossnickle maintained that lack of motivation was often tied to a student's failure pattern.

Continued probing of the literature revealed that inadequate social behaviors have far reaching consequences. In Part 1 of a study, Schumaker and Hazel (1984) stated that this inadequacy can and often does lead to delinquency, bad conduct military discharges, dropping out of school, and health problems. The authors contended that social skills deficits were as handicapping as academic deficits. As for the learning disabled child, he often chose less socially acceptable responses and would give in to the pressures of his peers, thus choosing antisocial behaviors.

In Part 2 of the study, Schumaker and Hazel (1984) continued to expound on the inadequacy of the social skills

of the LD child. Because he misinterpreted social cues, he chose less socially acceptable behaviors. The authors claimed that for some learning disabled children overt social skills may not have been in their cognitive and behavioral repertoires. However, when they were, they may simply not have been performed. Since these were the tools required to survive in society, these students may remain at-risk for failure.

More literature had disclosed that inadequate social behaviors had become the focus of many educator's research. In a publication regarding social skills of mildly handicapped children, Schumaker, Pederson, Hazal, and Meyan (1983), stated that social deficits often limited the opportunities of LD students. The children were unwilling to involve themselves in many social organizations or recreational activities because of their lack of appropriate social skills. It appeared that the student did not know how to initiate the most elementary conversation or activities. Furthermore, even how to fill leisure time became a problem. Consequently, they avoided and were avoided by peers.

In a current study of the relationship of early social and familial experience to social competence, Brown, Dodge, and Pettit (1988) saw mothers who were verbally polite and less demanding and abrasive had children who were socially competent and accepted by peers. Moreover, the authors reported that the quality of problems solving solutions and

a child's social knowledge could be predicted by the mother's behavior.

Research continued to support the hypothesis that early social experiences played a critical part in the cognitive and social development of a child. Not only did it interfere with social competence of the child, but it may have long reaching consequences. Matthews, Whang, and Faucell (1980) claimed that these early interactions with family members were causal factors for the following situations: problems in participating in a job interview, accepting criticism from an employer, providing constructive criticism to a co-worker, and explaining a problem to a co-worker.

Information on the impact of negative family experience continued to be linked to poor social problem-solving strategies. Even more serious than this, a study conducted by Carlson, Asarnow, and Guthrie (1987) indicated that stressful family environments were linked to suicide and depression. In particular, rejecting mothers creating children at-risk for suicide. Furthermore, the authors implied that rejected boys generated more intense aggressive behaviors in place of appropriate social problem solving strategies. The authors concluded that there were four elements associated with suicide and depression, and they were hopelessness, weak self-perception, poor coping strategies, and experimentation with drugs. Interestingly, these were now associated with middle school. Children who

perceive their families as unsupportive were at greater risk for maladjusted behaviors.

Success was so deeply contingent on social competency that professionals maintained that problems in the adult work setting could be predicted by the degree of social deficits that some adults have. In a study Nelson (1988) painted a rather gloomy picture for those children who faced adulthood without adequate social behaviors. He said that successful adjustments to peer groups were dependent on the acquisition of appropriate social skills. Furthermore, Nelson stated that the adverse affects of inappropriate social skills of the special needs child interfered with his success in the mainstream classes. He claimed that handicapped students were discriminated against on the basis of incompetent social skills. Nelson reminded his reader that even when special needs children were able to be integrated into a regular classroom, their inferior social behaviors impeded their success there. Nelson said that it was not enough to model appropriate social behaviors, they must be taught, as well.

According to the book Teaching the Learning Disabled Adolescent: Strategies and Methods (Alley and Deschler, 1979) social deficits can affect cognitive skills. The authors stated that underachieving, academically capable students may make poor social adjustment to school because of hostile, rejecting fathers, mothers, or both parents. Social skills deficits may come from parental labeling or

self-labeling. Limited cognitive and social competence may be due to a hostile, rejecting, and authoritative environment.

While there are some professionals who would disagree that short-term programs to teach social skills could change behavior. Wakesman(1984) described his month long assertion training program in an article published in Adolescence. The study was done with adolescents in a middle school. Two groups of 23 students were involved: 23 students had the program and 23 students did not. Although there were no significant differences between the two groups originally, the group given the training showed social skills improvement.

At-risk students are becoming the focus of many educators as evidenced by an article in Principal (Gray-Shoffner, 1986). It claimed that one fourth of the high school students do not graduate. Conduct that was once thought to be high school behaviors such as truancy, misbehaviors, and experimentation with drugs was now considered middle school problems. Middle school administrators, counselors, and teachers were expected to deal with these problems by helping the child develop good academic habits and appropriate social skills.

There was more than one study that suggested low achieving and learning disabled children shared characteristics. Authors Larson and Gerber (1987) acknowledged this and conceded that not only would both

groups benefit from a program to enhance their social skills, but the same program can be attempted. Furthermore, they claimed there was a link between learning disability and delinquency. They asserted that the limited success in social cognitive training had been due to the failure to bring the child to an awareness of how to use problem solving strategies. Larson and Gerber concluded that social cognition deficits contributed to the delinquency of LD children.

Another study that saw few differences between learning disabled and low achieving students was conducted by Thurlow, Greener, and Ysseldyke (1983). They claimed that similarities existed between the two groups in their study habits, social skills, and classroom conduct behavior.

Finally, another cause for poor social behaviors and accelerated violence in the schools was reported in Phi Delta Kappan (Laslely, 1987). The author said that the reason for these behaviors was the emphasis on selfishness and competition rather than selflessness and cooperation. American society was breeding a generation of self-centered citizens, and he held schools responsible. They were sending double messages. While schools did not permit hitting between students, they often embraced some form of corporal punishment as part of the discipline plan. Consequently, aggression was being taught in an insidious way.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

General Goals and Expectations

The general goal for this practicum was that sixth grade LD and basic students would improve their social skills.

The following objectives were projected for this practicum. After eight months of implementation eighty percent of the selected population at the middle school would demonstrate proficiency in six of the eight social skills. Sixteen out of twenty sixth grade teachers would indicate a significant decrease in the number of detentions written. The administrative detention lists would indicate a significant decrease in the number of students placed in the after school detention program.

Standard of Performance

A checklist was submitted to each of the teachers of the sixth grade students as a pretest and a post test to determine changes in the various social behaviors. Eighty percent of the students were expected to demonstrate improvement in six of the eight social skills listed on the checklist. The social skills listed were those that were emphasized in the program designed for the eight month implementation. Part of the test of mastery of social skills was to actually witness the student performing the appropriate behaviors. Since so much of his success in the

academic setting was interacting in appropriate ways that an instrument which evaluated this was critical to the program.

Of course, it was also necessary to evaluate the student's cognitive competence of social skills by giving him a pencil and paper test. An Awareness Quiz was administered after each skill was taught to measure the degree of cognitive learning (Appendix E). Since the test was designed with the low achieving student in mind, the testing format was largely multiple choice. It did, however, include a section of short answer responses where the student was required to write the steps of each social skill learned. Because students were expected to role play each skill to demonstrate to the writer that they understood the dynamics of it, this aspect of the test not only reinforced the learning, but it alerted the writer to specific difficulties that the student might be having with a particular social skill.

A survey was distributed to the teachers at the conclusion of the implementation period to document that fewer detentions were written on sixth grade students (Appendix F). Since most teachers found paper work to be burdensome, all extraneous information was deliberately eliminated from the survey. It was tersely designed to insure that all surveys distributed would be returned.

A comparison of the April,1990 and April,1991 administrative detention lists was also used to assess the success of the program.

A survey was sent home to measure the satisfaction of the program by the parents (Appendix G). The writer felt that those who came in daily contact with the children in the program would not only notice that appropriate social skills were being learned, but that they would also benefit from more pleasant and appropriate interactions with their children.

CHAPTER IV

SOLUTION STRATEGY

Possible Solutions

While more and more professionals identified appropriate social skills as areas of concern, the literature offered only a moderate number of specific programs for addressing these needs. However, the programs that had been developed were impressive and worth investigation. One such program was called Aggression Replacement Training (ART) (Goldstein and Glick, 1987). ART was a comprehensive intervention program for youths who demonstrated chronic antisocial or delinquent behaviors.

Many learning disabled and lower functioning students have certain characteristics such as insufficient impulse control and inadequate social skills that are also found among juvenile delinquents. Therefore, certain aspects of ART may have been beneficial to teaching appropriate social behaviors to LD children.

The program targeted behaviors such as anger and aggression. These behaviors are major problems for many delinquent adolescents. ART endeavored to help the adolescent understand his feelings and learn ways to reduce these feelings of anger and aggression.

The program was comprised of three intervention components. The first one was structured learning which consisted of ways of teaching prosocial behaviors through

modeling, role playing, performance feedback and transfer training. The rationale was that through practice these skills would be learned and be available to the adolescent in the real world setting.

The affective component of ART was the anger control training. The adolescent was taught techniques to reduce aggression and control his anger such as backward counting, deep breathing, peaceful imagery, and reflection on long-term consequences. The participants were placed into groups. They were required to keep a register called a Hassle Log. Situations where anger and aggressions were controlled or situations that evoked anger and aggression were recorded and reported at the group meetings. The participants learned to deal openly with these behaviors and work on change.

Moral education was also a component of ART. This was done through group discussions of different kinds of moral dilemmas and the reasoning behind the choices in these moral situations. The purpose of the discussion groups was to help the adolescent learn more advanced reasoning skills that he could generalize to the real world. The goal of the program was to have the learned skills become lasting skills.

ART conducted two major evaluation projects. One was done at Annsville Youth Center, a facility for boys between the ages of 14 and 17 who were incarcerated for major felonies such as assaults, burglary, auto theft, possession

of stolen property, criminal trespass, and drug use. The study was conducted on 60 adolescents. The ethnic background was 50 percent Black, 40 percent White, 95 percent Hispanic, and 1 percent Native American. The vast majority of adolescents came from New York City and other urban communities.

The curriculum was highly structured and entailed ten weeks of sequenced lesson plans and ten sets of three moral dilemmas. The skills selected were skills that these youths were most likely to be deficient in:

Expressing a complaint

Responding to the feelings of others

Preparing for stressful conversation

Responding to anger

Keeping out of fights

Helping others

Dealing with an accusation

Dealing with group pressures

Expressing affection

Responding to failure

After the ten week implementation, ART yielded the following results: a change in the number of acting out behaviors among the targeted group was reduced by 11.51 percent; changes in the intensity of acting out behaviors was reduced by 9.34 percent.

Another study done at the MacCormick Youth Center in upstate New York, a secure facility for male juveniles

between the ages of 13 and 21. Procedurally and experimentally, the facility was very similar to Annsville. It attempted to duplicate the results of that project. The targeted population at MacCormick was comprised of 51 youths. The ethnic composite was 30 Blacks, 18 Hispanics, 2 Orientals, and 1 White. The crimes for which these adolescents were confined included murder, manslaughter, rape, sodomy, attempted murder, assault, and robbery. Unlike Annsville, however, it was a lockup, tightly secured facility. It was also located in the rural, heavily wooded area of the state.

The results of this implementation were slightly depressed as compared to Annsville's numbers. The acting out behaviors of the trainees decreased marginally by .69 percent; the changes in the intensity of the behavior was decreased by .53 percent, and the prosocial behaviors increase significantly by 8.64 percent.

While the writer anticipated greater gains with her practicum, the results of this study were, nevertheless, meaningful. No matter how slight or seemingly insignificant the gains of the ART program, they became impressive when due consideration was given to the targeted population.

Approaching each social skill with a clearly developed lesson plan had great merit for a school based program. However, the design of the program was largely geared towards the juvenile delinquent who was demonstrating monstrous antisocial behaviors. While some basic and LD

students did manifest hostility, they were not felons. Furthermore, a number of these children lacked confidence and tenacity and did not have acting out behaviors. They were actually withdrawn. This program would do little for these timid and submissive children.

Another program that bore examination and consideration was Getting Along with Others: Teaching Social Effectiveness to Children (Jackson, Jackson, and Moore, 1983). It was developed to build social skills in children. The primary philosophy of the program was that social skills are reinforced each time that a child interacts appropriately. Appropriate social skills enhanced the child's success and social approval.

The program kit contained the instructions' format for introducing new skills, skill breakdowns, and teaching strategies. The five teaching strategies were positive feedback, ignore-attend-praise, teach interaction, direct prompt, and sit and watch. An essential component of the program was extensive record keeping by the teacher and the trainee. Since role playing took place in the classroom and other settings, the success of the program was due partly to the cooperation of the parents or volunteers.

After providing training to a number of professionals in school, mental health, mental retardation, day care, university and community settings, evaluations of the program regarding its effectiveness were collected. The developers were interested to learn if children were

spontaneously using these newly acquired social skills under natural conditions.

The outcomes of the programs were noted and reported. Nineteen scales provided measures of social and emotional adjustment in children from four to thirteen. For example, the Louisville Behavior Checklist (LBC) was used before and after the training. Before training scores fell in the problem area of the scale. After the intervention program, almost all the scores fell within the normal range.

Although the program was initially developed in a mental health environment, it had been modified for various settings. Since one of those settings was the classroom, it followed that the program would be well structured, which it was. If the children for this practicum were in a self-contained classroom, this program would have been given priority. The daily time frame allowed for a snack time and a relaxation period. Given that the writer's classes ran 55 minutes, this would have been quite impossible for a part-time SLD unit and a mainstream class.

A program that encompassed many social behaviors that adolescents need in their daily interactions with other was Asset: A Social Skills Program for Adolescents (Schumaker, Hazel, and Sherman, 1981). It was a thorough program that involved the academic and home setting. However, it did require the cooperation of the teacher, parent, and student. The materials and method seemed to be developed to incorporate all modalities of learning. There were video

tapes, role playing, skill sheets, home notes, and criterion checklists. ASSET addressed eight social skills: giving positive feedback, giving negative feedback, resisting peer-pressure, problem-solving negotiation, following directions, and conversation.

The program discussed the four principles of learning: success, successive approximations, mastery and multiple exemplars. The goal was to have each student come away from each session with a sense of success. The participants were not expected to perform the skill perfectly the first time they try it. Whatever approximation they did achieve was enthusiastically received. They were, however, expected to achieve 100 percent mastery at some point, and it was upon this criterion that the program was based. If this was not accomplished, then the adolescent would not generalize the skill. Furthermore, the program required that many different examples of how the student can use each skill be presented. The more the child saw how it can be utilized, the greater the probability became that he or she would generalize it.

The catalyst for this social skills program was the work that the researchers did with court-adjudicated adolescents. Through research, discussions with criminal justice professionals, and their own experience, the authors developed eight social skills they felt were most necessary for successful interactions with other people.

The social skills were evaluated by several modes. One way was to have probation officers and a child psychologist rate the skills. A second way was to ask parents of troubled teenagers to list situational problems they had with their children. The conclusion drawn was that absent social skills seem to indicate problems for the adolescent.

The last segment of the evaluation dealt with whether teaching these social skills would be viewed as worthwhile. A probation officer, a professor who instructed juvenile delinquents, and an expert in communication skills were the evaluators. Tapes of the performances prior to teaching the skills and after learning the skills were played for these experts. They demonstrated satisfaction with the great majority of the tapes of the adolescents after the training.

While the method used to validate ASSET's development was rather pedestrian, the program did address all the skills that were considered important enough to teach in this practicum. Furthermore, it was an extensive program written with the child at-risk in mind. The cost of the kit, however, made the program prohibitive for the writer.

Still one more program to teach social skills to middle school children was packaged in a book titled TA for Kids (Freed and Freed, 1978). It was based on transactional analysis. The program was written for children from 10 to 14 years of age.

It was centered around techniques for developing self-esteem and social responsibility. Each chapter had its set of demands that a child must become familiar with. There were vocabulary words and definitions to be learned. Tests at the end of each chapter were the criteria for evaluation.

Although the authors did not say so, a working knowledge of Eric Berne's I'm O.-K-You're O.K"! would make teaching this to young children much much easier. It was a very cerebral approach to teaching social skills. While it would not produce the changes in behavior that the writer was looking for, it was, nevertheless, a way of helping children gain insight to who they are.

Another intellectual method of keeping explosive behaviors out of the classroom was rational-emotive therapy (RET). Webber and Coleman (1988) reported that if used consistently, RET would prevent severe classroom problems. The rationale of RET was that is was not the happenings that a person experienced but his view of the events that caused his emotional reaction. Therefore, if a person chose to view an event in a certain way, he also chose to react in a particular way. According to RET, feeling, thinking, and behaving could be explained with the ABC model and this could easily be applied to the teacher-student relationship. A stood for activating event which was something that was thought to be unpleasant. C was for consequences, a strong, unhealthy emotion. B represented a belief. The model

functioned this way: a student did something that the teacher processed as irritating (A); the teacher yells at the student (C). Most people would assume that what the student did caused the teacher to react in a negative way, but RET would claim otherwise. It was the teacher's beliefs (B) that actually caused the consequences. It was, therefore, critical to learn to identify B and by doing this, the teacher became a rational thinker. According to the authors, the benefits of using RET were less stress in the classroom and more effective classroom interactions.

Certainly, the advantages depicted in the program would be beneficial to most classrooms. However, this program seemed geared towards helping the teacher change her behaviors. The writer agreed that by doing so, students would probably become more reasonable and appropriate. This was not the program that the writer felt would be the solution for the many social deficits witnessed in the children at the middle school. Therefore, it was not the program of choice for this practicum.

A program called The Dynamics of Relationships (Framer, 1988) looked at the serious social problems of the adolescent and what could be done to help him. The author designed a program which allows young people to discuss their personal feelings in non-threatening, proper ways. This comprehensive program was developed into a year-long, five-day-a-week, one credit elective course. The methods

suggested for teachers to use were as follows: modeling, group discussions, experiential activities, readings, peer facilitators, guest speakers, and field trips. A critical part of the program was intensive teacher training which took up to 45 hours. Educators were taught to be non-directive in the student's decision making process. According to the study, teacher satisfaction and student success were very high. The goal of the program was to give adolescents the social skills necessary in life to insure happiness in adulthood.

While this program spoke to many of the needs of adolescence, it required more time than was feasible in public school settings. Furthermore, the project was geared towards the troubled adolescent rather than the socially deficient student. Moreover, the amount of time that was recommended for teacher training made it prohibitive for this practicum.

Another comprehensive program was Social Skills for Daily Living: Getting Along with Others (Schumaker, Hazel, and Pederson, 1988). It was developed by researchers from the University of Kansas Institute for Research in Learning Disabilities. The institute is known for developing and validating a learning strategies approach to teaching LD children how to learn rather than specific curriculum content. It was in this same spirit that the authors designed this social skills program.

A significant feature of the program was that there was no special training needed. It had a detailed teacher's manual. The skills covered by this project were body basics, conversation, and friendship, problem solving, and skills for getting along with others. Assessment tools made individualizing and monitoring the program easy. The student's materials included skill books, workbooks, comic books, and practice cards. The skill books defined the skill, provided rules for using it, steps for performing it, and multiple choice questions. Various social skills were introduced in the genre of comic books.

There was a sequence of activities for each skill land guidelines for mastery criteria and remedial action (if necessary). Problems that may arise had been anticipated and solutions were suggested. Each skill was color coordinated and placed compactly into a box.

Although the results of field testing were unavailable to the writer, Social Skills for Daily Living had much to recommend it for this practicum.

Discussion and Justification for Solution Selected

The following solution was the method that the writer considered to be the most viable way of teaching social skills to special needs and low functioning students. Finding a technique that addressed the many social skills that middle school students were lacking was asking a great deal from one program. However, Social Skills for Daily

Living was geared especially to meet the needs of the mildly handicapped child and those children who demonstrated social deficits. There was no reason to look elsewhere for a project to implement.

There was a multiplicity of reasons why it was the choice of programs for this practicum. First, there were 31 social skills from which the writer could select. This would enable the implementor to choose those specific skills that the majority of students demonstrated a significant weakness in. Since the grade level for the project was sixth grade, some skills were more appropriate than others.

Secondly, the skills followed a routine in that each skill was taught the same way and through the same series of steps. This kind of structure was a necessary component of teaching the special needs child. Structuring learning for low functioning and learning disabled children would help ensure that they would generalize the learning. Since the objectives of this practicum were to have the student learn the social skills and use them in school and community settings, this method of teaching the child to retrieve these skills when needed was understandably valuable.

The materials in this program included comic books, skill books, workbooks, Awareness Quizzes, Surprise Missions, Practice Cards, Practice Checklists, blackline masters, and an easy to follow Instructor's Manual. This facilitated ease in the implementation. Moreover, except for the workbooks, all program materials were reusable.

Since the consumer was required to buy the program, reusable materials made it very cost effective.

Furthermore, the program was segmented into small increments of information to suit the special needs of the targeted populations. Since special needs and basic children often feel overwhelmed when information was presented in thick cumbersome texts, learning delivered in thin pamphlets with a minimum of print was a commanding asset.

There was yet another feature that made it a great choice; it was written at the fourth grade reading level. Many of the students selected for this project had a fourth grade reading level and lower, and for those students who read below the fourth grade, modifications were possible. This was also true for the fourth grade and lower writer.

Comic books were another especially fine feature of this program. This genre suggested the probability of fun and that had not been the learning experience for most of the children targeted for this practicum. Learning can and should be fun. Glasser (1984) said that fun was a need that drove humans towards mastery. Of fun Glasser stated the following:

> I believe that fun is a basic genetic instruction for all higher animals because it is the way they learn. Higher animals are born with very little knowledge of how to fulfill their needs. They must learn, and the fact that learning is fun is a great incentive to

assimilate what we need to satisfy our needs. (p. 14).

An important strength of Social Skills for Daily Living was that it helped the dependent student move towards independence by giving him the responsibility of plotting his own quiz score on a Progress Chart. This visual representation could be very motivating for children who suffered from low self-esteem as many of these children did. This kind of responsibility would not only promote independence but it would boost self-confidence.

The program afforded still other ways of fostering independence in these populations. Surprise Missions entailed having students bring back written proof that they have used the newly acquired skill in a more natural setting than the classroom. These assignments were geared towards not only helping him meet the demands of other settings, but motivating him towards autonomy.

This program provided many opportunities for the students to work with others in the group, inside and outside the classroom. Many of these children had experienced isolation even within the small community of special education and basic classes. Given that the setting was a school that drew from 13 elementary schools, many children were surrounded by students they did not know. This could be very threatening to a sixth grader. These assignments would give the student the chance to build relationships and possibly continue them away from the school campus. Furthermore, the population for this

practicum drew heavily from the lower socioeconomic class who may not have had many enriching life experiences. Positive encounters would help move these children toward self-esteem.

MOreover, Social Skills for Daily Living seemed to consider all modalites of learning. For the learning disabled child this was of critical importance. For the auditory learner materials were read aloud; the visual learner was well provided with the skill books and comic books; and the kinesthetic learner was given the advantage of learning through role playing. This comprehensive program maximized all channels of learning.

Although the results of the field testing were not available, it was field tested in 38 different sites throughout the United States. Furthermore, Social Skills for Daily Living was based on ten years of research. The Special Education Programs Branch of United States Department of Education made funds available to the University of Kansas Institute for Research in Learning Disabilities for this project for several years.

Solution Program

The following was a program designed to help learning disabled and basic students achieve competency in social skills. The Social Skills for Daily Living Program was highly structured and considered all modalities of learning.

Students were taught social skills once a week. They were given a pin that read Bee a Winner. Instead of the

word, Bee, a bumblebee was in its place. Since bees are extremely social, they became the mascot for the program. The students wore their pins to class. Each day instruction was given to a different group of sixth grade basic students and the SLD class. Individual folders were made for each student. The Progress Chart was stapled to the inside cover of each folder. The students set goal dates for the completion of the different parts of the program. The importance of recording and plotting their progress was emphasized

Each social skill was introduced by defining it. To motivate the students, the benefits of learning the social behavior was explained to them. Examples of where and when to apply the skill was also a critical part of the program. There were steps for each social skill to be learned, and these steps were carefully detailed to the class. The terms that needed to be memorized were highlighted. Depending on the motivation and class size, completing the comic book, skill book, and workbook took at least two to three class periods. Role playing and mastery role playing took another two periods. For the most part, the application activities took place outside of class. The time spent on this activity varied. This was considered the generalization aspect of the program and, as such, very important to the long lasting acquisition of social skills.

Each skill followed the same basic procedure. Folders were distributed; completion goal dates were set. Once the

skill was explained and discussed, the Awareness Quiz phase of the program began.

Each skill followed the same basic procedure. Folders were distributed; completion goal dates were set. Once the skill was explained and discussed, the Awareness Quiz phase of the program began.

The students completed the comic book, moved on to the skill book, and finally to the workbook. The comic books were read orally by the class. Students read the parts of the different characters. This insured that the material was actually being read and that all vocabulary was understood. The skill books were distributed and the vocabulary words to be learned were reviewed. The skill book contained social situations where the skill that was being learned was applied. The writer read the skill book with the group, and the students chose the best answer. When the students had finished all the pages in the skill book, they completed the workbook. They were then prepared to take the Awareness Quiz. Students earned points for the Awareness Quiz; the points were plotted on their chart. All students completed the Awareness Quiz before moving to the next page.

The students were now ready for the Practice phase of the program. Students were given Practice Cards to practice the skill just learned. These cards with role playing situations for the students to participate in. Each student was given a partner or helper. It was critical that

students were assigned a partner that they worked well with. The helper evaluated how well the learner was doing by rating him with the Practice Checklist. Each student had a turn as the helper and then as the learner. Once sufficient time had been spend practicing with a partner, each student was required to role play appropriately for the writer in order to be given credit for mastering the Practice phase of the program. Students who had mastered could play the I Am a Winner game. After the students had completed this part, the group moved on to the next step.

The Application phase entailed Surprise and Bonus Missions. This phase of the program was very much like playing a game. Names of the students were placed on the Missions Point Sheet. The point sheet was a checklist of behaviors recently learned. It was placed in the student's folder as a surprise. Although the student was expecting a mission, he did not know what the mission was or who would be staging it. Points were earned for both participants, the learner and the helper. When the designated number of points was arrived at, the student cashed these points in for something in the grab bag. Since this phase could have been completed outside of class, the checklists documenting this was handed in at the beginning of the class and the writer posted the points earned. Class time may or may not have been required for this step. Since so much of the student's success in the academic setting is interacting in appropriate ways, this was critical to the program.

Of course, it was also necessary to evaluate the student's cognitive competence of social skills by giving him a pencil and paper test. An Awareness Quiz was administered after each skill was taught to measure the degree of cognitive learning (Appendix E). Since the test was designed with the low achieving student in mind, the testing format was largely multiple choice. It did, however, include a section of short answer responses where the student was required to write the steps of each social skill learned. Because students were expected to role play each skill to demonstrate to the writer that they understood the dynamics of it, this aspect of the test not only reinforced the learning, but it alerted the writer to specific difficulties that the student might be having with a particular social skill.

A survey was distributed to the teachers at the conclusion of the implementation period to document that fewer detentions were written on sixth grade students (Appendix F). Since most teachers found paper work to be burdensome, all extraneous information was deliberately eliminated from the survey. It was tersely designed to insure that all surveys distributed would be returned.

A comparison of the 1990 and 1991 administrative detention lists was also used to assess the success of the program.

A record of the events of the program were captured on photographs and shown at the open house celebration

culminating the program. At this time certificates of achievement were awarded to the students and prizes were given to those who accumulated the most points. Parents, friends, administrators, and teachers were invited to the open house. Students served refreshments and greeted the guests.

The time line for this project was eight months. Classes were conducted once a day with a different group of sixth grade low achieving students once a week with an LD language arts class.

Report of Action Taken

There were problems that arose that were beyond the control of the writer. For instance, basic and regular students were no longer divided into separate classes nor identified as such. However, the writer had access to the cumulative files and was able to identify students by their stanine scores. She conducted a pull-out program through the regular sixth grade language arts classes. While there was not the number of students that was first anticipated, there were, nevertheless, 56 students in the initial group. Two students moved out of the district and one student had a schedule change making it no longer possible for him to continue in the program.

Another problem was excessive absenteeism. When compared with other schools in the county, there was 30 percent more absenteeism at this middle school. As an

incentive, a point was awarded each time a student attended class. Those students with the most points at the conclusion of the program were awarded a special prize.

Another situation that could have developed into a problem was keeping students who had mastered a skill prematurely involved in related activities while others in the class attempted mastery. One solution was to engage these students in peer tutoring assignments. Another solution was to allow them to play the board game, Bee a Winner, designed by the writer. Once again, the word, Bee, was replaced with a drawing of a bumblebee. Pictures of the students acting different social situations, appropriate and inappropriate, were placed on a board. A stack of cards with various social problems was set up around the board. A participant rolled the dice and moved the number of spaces the dice said. If he landed on a picture, he picked up a card and responded to the social question asked. The answer was on the back of the card. Depending on his answer, he was rewarded or penalized by moving forward or backward. Realizing that with deficient social skills come behavior problems, and behavior, at best, is difficult to predict. However, when it is anticipated, the results are more often controlled.

Calendar Plan

Week One

The writer spent the first week getting the materials ready for the students. Two Bee a Winner games were

constructed. Charts were copied and folders set up. The Rate Your Social Skills questionnaire was reproduced and put in each folder. Because of the number of students, this was very time consuming and required a full week's preparation time.

Week Two

During the second week of the program, the writer distributed the pre-checklists of the students to the sixth grade language arts teachers. The writer assisted the teachers in filling out the checklist. The data was analyzed and recorded for future use.

Week Three

The students were given their Bee a Winner badges and their folders. The process of accumulating points was shared with the students. Pictures of the students were taken for the board game, Bee a Winner. Next, the students were asked to fill out the Rate Your Social Skills scale. The writer read the questionnaire with the students as they evaluated their social skills. Once this was completed, social skills were introduced by giving rationales for why they are important and where they were needed. Folders were collected and points issued to those students in attendance.

Week Four

Folders were distributed and instructions on how to use the Progress Chart stabled in the folder was given. Students were introduced to Body Basics: face the person, make eye contact, use the right voice tone, have the right

facial expression, and keep the right body posture. Comic books were handed out and the writer read the book with the class. Each student assumed the part of a comic book character.

Comic books were collected and skill books were distributed. As the writer reviewed the vocabulary, the students were asked to write out each word and definition. The students were required to know these words for the next session. Skill books were collected. The game Bee a Winner was explained to the class. Time for the students to see their pictures was permitted. Points were then issued for those students in attendance.

Week Five

Workbooks were placed in the students' folders. The folders were distributed, and students were made aware that the workbooks were in the folders. A quick review of the vocabulary for Body Basics were given.

Skill books were distributed and the arrival of the character, Eon, was introduced. The class read the cartoon story at the beginning of the skill book orally. Once the story was read, the writer read each statement asking the students to choose the best answer. The students completed the assignment and worked until the end of the period. Folders and skill books were collected, and points were noted.

Week Six

A review of Body Basics was conducted. Folders and skill books were distributed. The writer continued to read the questions and statements to the class. The skill books were completed during this session and workbooks introduced. Students were given a partner to complete the work in these books.

Materials were collected and points were posted.

Week Seven

Students were given the Awareness Quiz. Scores were plotted and the Practice step of the program introduced. Each student had a partner. The odd numbered student worked with the writer. It was critical that every student had a partner he worked well with and had the opportunity to be both the learner and the helper.

Body Basic Practice cards were given to each pair of students. There was a card for the learner and one for the helper; they each read their part. The helper observed the Body Basics of the learner. The helper used the Group Practice Checklist to record the following steps:

1. Did the Learner face the helper?
2. Did the learner make eye contact?
3. Did the learner use the right voice tone?
4. Did the learner have the right facial expression?
5. Did the learner have the right body posture?

The helper then became the learner and the same checklist was applied to observe his Body Basics. Each

student had as much practice as he needed. They practiced until the end of the period. Cards were then collected and points posted.

Week Eight

Practice continued until each student had completed the master checklist with the writer. Students plotted their progress on their charts. Those who had mastered were able to either help other groups who were struggling or play the Bee a Winner game.

Points were awarded and materials were collected.

Week Nine

At this point all students had mastered the Body Basic skills and were eligible for Surprise Missions. They were unaware of what the mission was or who would be conducting it. The students would be observed by a classmate in another classroom or at home. Each behavior on the list was worth a predetermined number of points. The student had to return the list the next time the class met and have it filled out and signed by a helper.

The next group of skills to be learned was called Getting Along with Others. The skills listed under this grouping were as follows: Accepting Thanks, Saying Thanks, Accepting Compliments. Giving Compliments, Accepting Criticism, Giving Criticism, Accepting "No", Apologizing, Resisting Peer Pressure, and Responding to Teasing.

A discussion of why it is important to know how to get along with others was conducted. The first skill in this

grouping to be taught was Accepting Thanks. The writer explained what this meant and provided reasons for accepting thanks.

The rules for this skill were clarified.

The folders and comic books were distributed. The class was reminded that all skills began with the Body Basics. The class was told of all the places where it was expedient to know this skill. Four comic books accompanied this group of social skills. The skills covered in the comic book were Accepting Thanks, Saying Thanks, Accepting Compliments, and Giving Compliments. The vocabulary words from the comic books were placed on a transparency and reviewed with the students. The pages of the comic book were also placed on transparencies and the students read the story orally.

Folders were collected and points for attendance were posted.

Week Ten

Folders, skill books, and workbooks were distributed. The writer read each scenario from the skill book to the students and the questions that followed. The students answered the questions and then moved on to completing the workbooks. The students worked with a partner to complete the workbooks. These were completed during this class session. Materials were collected and points posted.

Week Eleven

The Awareness Quiz was given to each student and the scores plotted by the students on their charts.

Next, the students worked with their partners as they began the Practice step of this skill. Each student was given a Practice Card of Accepting Thanks; one card was for the learner and one card was for the helper. Each card had a script with explicit directions. The students followed each command as they role played. A checklist was given to the helper and each step was checked off as the learner role played the situation. This practice session continued for the entire period. The writer circulated and encouraged and offered suggestions where warranted.

Cards were collected and points were posted.

Week Twelve

Practice cards were distributed. The practice session continued until each student had completed the mastery checklist with the writer. The following steps were required for mastery of the skill:

1. Did the learner face the helper?
2. Did the learner make eye contact?
3. Did the learner use a pleasant voice tone?
4. Did the learner have a smiling facial expression?
5. Did the learner keep a relaxed body posture?
6. Did the learner say thanks?
7. Did the learner say what she or he was thanking the helper for?

8. Did the learner wait for the helper's answer?
9. If the helper accepted the thanks nicely, did the learner talk more about it? If the helper did not accept the thanks nicely, did the learner say thanks again and talk about something else?

Students plotted their progress on their charts. Those who had mastered were permitted to either help other groups or play the Bee a Winner game. All students had the opportunity to role play for the writer and attained mastery of the Accepting Thanks skill.

Points were awarded for mastery and plotted by the student on his chart. Attendance points were posted and materials were collected.

Week Thirteen

Folders were distributed, the writer discussed the Surprise Missions Checklist. If a student had a Surprise Mission placed in his folder, he was required to document that these missions were completed satisfactorily by the next class session. Each behavior was worth a number of points. These points were posted on the Points Charts.

Saying Thanks was introduced as the new skill to be learned. Reasons for learning and using this skill were presented to the class. Examples of when it is appropriate to use the skill was discussed. The rule that accompanied this skill was taught.

Week Fourteen

Folders, skill books, and workbooks were distributed. The skill was reviewed. The class was reminded that Body Basics are the prerequisites for all skills.

Surprise and Bonus Missions for the other skills mastered continued to be placed in the students' folders. As the students completed these, the points earned for these were placed on a chart.

The writer reviewed the vocabulary in front of the skill book. The writer read the scenarios in the skill book with the class and the students answered each ensuing question. When this was completed, the students worked with partners to answer the questions in the workbooks.

Skill books and workbooks were collected and points were posted.

Week Fifteen

The Awareness Quiz was given and the scores posted on the student's charts. Practice Cards were distributed. Each student was given a Practice Card of the Giving Thanks skill. Students worked with their partners and role played each scenario on the card. The participants had a turn as the helper and as the learner. The students followed each command written on the Practice Card. A checklist was given to the helper and each step that was correctly performed was checked off. The practice session continued for the entire period. The writer circulated observing and giving help where indicated.

Cards were collected and points were posted.

Week Sixteen

Practice Cards were distributed and the practice session continued until all the students had completed the mastery level checklist with the writer. The following steps were required:

1. Did the learner face the helper?
2. Did the learner make eye contact?
3. Did the learner use a pleasant voice tone?
4. Did the learner have a smiling facial expression?
5. Did the learner keep a relaxed body posture?
6. Did the learner say thanks?
7. Did the learner say what she or he was thanking the helper for?
8. Did the learner wait for the helper's answer?
9. If the helper accepted the thanks nicely, did the learner talk more about it? If the helper did not accept the thanks nicely, did the learner say thanks again and talk about something else?

Those who had mastered were permitted to either help others or play the Bee a Winner game. Points were posted and materials were collected.

Week Seventeen

Folders, skill books, and workbooks were distributed and the writer introduced the next skill, Accepting Compliments. The class was again reminded that all social skills begin with Body Basics. Places where it is

appropriate to use the skill and why it is important to know the skill was discussed.

Vocabulary words in the front of the skill books was reviewed and the skill books read with the students. The students answered each question and then moved to completing the workbooks. Students worked with their partners to complete the workbooks.

Materials were collected and points posted.

Week Eighteen

Materials were distributed and the students completed their workbooks. The Awareness Quiz of Accepting Compliments was taken by all the students and their scores were plotted on their charts.

The students were given a Practice Card and began working with their partner in the role playing aspect of the program. One student was the helper and one student was the learner. A checklist was recorded if the student was able to complete all the required steps. Each student had a turn as the helper and the learner. All students practiced until the end of the class session.

All materials were collected and points were posted.

Week Nineteen

The practice session continued until students mastered the role playing for the writer. Those steps that each student was required to perform for Accepting Compliments were as follows:

1. Face the person.

2. Make eye contact.

3. Use a pleasant voice tone.

4. Have a smiling facial expression.

5. Keep a relaxed body posture.

6. Say thanks for the compliment.

7. Wait for the person to respond.

8. Say something nice to continue the conversation.

Once the student had mastered the skill, he was free to help others or play the Bee the Winner game.

Materials were collected and points and scores were posted.

Week Twenty

Students continued to check their folders for Surprise and Bonus Missions. Proof that these were being performed was handed in and points were awarded.

Giving Compliments was the next skill to be learned. A discussion of why it is important to know how to give a compliment was taught. Included in the discussion were situations where the student would be able to use this skill.

Folders, skill books, and workbooks were distributed. The skill books were read with the class and the students answered the questions.

Once the skill book was completed, the students worked with his partner to complete the workbooks. They continued to work until the end of the class. The writer offered individual help where needed.

Materials were collected and points were posted.

Week Twenty-One

Folders and workbooks were distributed. Students completed their workbooks. The Awareness Quiz was administered. Scores were posted on the students' charts.

The students were now ready for the Practice phase of the skill. Practice cards were distributed to the students, one for the helper and one for the learner. The students followed the script on the cards. Each student had a turn as the learner and as the helper. When the students felt ready, they performed the following steps with the writer for mastery of Giving Compliments:

1. Face the person.
2. Make eye contact.
3. Use a pleasant voice tone.
4. Have a smiling facial expression.
5. Keep a relaxed body posture.
6. Say what you like about what the person has done or the way the person looks.
7. Wait for an answer.
8. If the person answers nicely, talk more about it. Or, if the person doesn't answer nicely, talk about something else.

Those students who mastered the skill played the Bee a Winner game or helped the other students who had not yet mastered.

Materials were collected and points awarded.

Week Twenty-Two

The next skill to be learned was Accepting "No". A discussion of why this is important to know and situations where it might be helpful was conducted. The rules for this skill were clarified.

Folders, comic books, and skill books were distributed. A comic book that covered both skills of Accepting "No" and Accepting Criticism were read at this time by the entire class. Next the vocabulary was reviewed. The students began the skill books. These also were read with the writer as each student answered the questions in the books and completed the skill book assignments.

Materials were collected and points posted.

Week Twenty-Three

Materials were distributed. Students completed the Awareness Quiz. Scores were entered on Student Charts.

The Practice phase of the program was ready to start. The students worked with a partner to practice role playing. Each student was given a card and took a turn as the helper and as a learner. They continued to practice until the end of the class period.

Materials were collected and points posted.

Week Twenty-Four

Practice Cards were distributed and those students who were ready completed the mastery checklist with the writer of the following steps:

1. Face the person.

2. Make eye contact.
3. Use a serious voice tone.
4. Have a serious facial expression.
5. Keep a straight body posture.
6. Ask for what you want.
7. Wait for an answer.
8. Listen to the person's answer.
9. If the answer is no, ask for a reason, if you need one.
10. Say okay.

Students plotted the progress on their charts. Those who mastered were permitted to play the Bee a Winner game or help other groups who had not mastered Accepting "No".

Materials were collected and points posted.

Week Twenty-Five

Students were reminded to check for Surprise and Bonus Missions. Those who had their checklist completed for these assignments turned them in. Points for these were added to the Points Chart.

Folders and skill books were distributed. Accepting Criticism was introduced as the new skill. Reasons for learning and using this skill were presented to the class. Examples of when it is appropriate to use the skill were discussed. The rule that accompanied this skill was taught.

The writer reviewed the vocabulary in the front of the skill books. The students read the short cartoon story in the beginning of the skill book. The class read the book

together and answered each question. The students completed this book by the end of the period.

Materials were collected and points posted.

Week Twenty-six

Folders and workbooks were distributed. Students worked in pairs to complete this part of the program. Once this was done, the students took the Awareness Quiz. Scores were plotted on the Student Chart.

Practice cards were distributed for the practice role playing students worked with a partner, one was the learner and one was the helper. Each student had a turn being a learner and a helper. When sufficient practice was given to this aspect of the project, attempts at mastery role playing for the writer were permitted. The following was the steps that each student performed in order to achieve mastery of this aspect of the program:

1. Face the person.
2. Make eye contact.
3. Use a serious voice tone.
4. Have a serious facial expression.
5. Keep a straight body posture.
6. Listen to the person.
7. Ask the person to explain, if you do not understand.
8. Say you are sorry.
9. Tell your side and listen to the person's response.
10. Ask for ideas, if you need some.

11. Agree with the criticism by saying "Okay" or just thank the person for talking to you.
12. Say you will change and show you are trying to change, if needed.

Students plotted their progress on their charts. Those who mastered were permitted to either help other groups or play the Bee a Winner game. All students had the opportunity to role play for the writer and attain mastery of the Accepting Criticism skill.

Points were awarded for mastery and plotted by the student. Materials were collected.

Week Twenty-Seven

The next skill learned was Apologizing. A discussion of why it is important to know how to apologize was conducted. The rules of the skill were explained. Folders and comic books were distributed. The comic book covered the next skill, Resisting Peer Pressure as well and was read with the class.

Vocabulary words were reviewed with the writer and skill books were distributed. The class read the skill books together and began to answer the questions. The class worked on the skill books until the end of the period.

Week Twenty-Eight

Folders, skill books, and workbooks were distributed. A review of the skill was conducted. Skill books were completed. The class began their workbooks with a partner. When this was completed, the Awareness Quiz was given.

Scores were plotted on the Student Chart.

Materials were collected and points posted.

Week Twenty-Nine

Practice Cards were distributed. Student practiced the skill with their partners. Each student had an opportunity to be a helper and a learner. They practiced role playing situations on the Practice Card until they felt confident to attempt mastery with the writer. The following steps were performed in order to attain mastery in Apologizing:

1. Face the person.
2. Make eye contact.
3. Use a serious voice tone.
4. Have a serious facial expression.
5. Keep a straight body posture.
6. Ask the person if you can talk for a moment.
7. Say you are sorry.
8. Say what you are sorry for doing.
9. Tell your side.
10. Offer to change or to correct what has happened, if you can.
11. Wait for the person to accept your apology.
12. If the person does not accept your apology, say you are sorry again, say you will try to change, and leave.

Materials were collected and points were posted.

Week Thirty

Resisting Peer Pressure was the final skill attempted in the practicum. The writer conducted a discussion of why it is profitable to learn this social skill. When and where this skill can be used was explained.

Folders and skill books were distributed. Vocabulary words were reviewed with the students. The class read the skill books together and answered the questions. Students completed the work in the skill books by the end of the period.

Materials were collected and points were posted.

Week Thirty-One

Folders and workbooks were distributed. Students worked with a partner to complete the workbooks. Practice Cards were distributed. Students practiced with a partner taking turns being the learner and the helper. When the student felt ready, he attempted the mastery level of role playing for the writer. The following steps were required for mastery of the skill:

1. Face the person.
2. Make eye contact.
3. Use a serious voice tone.
4. Have a serious facial expression.
5. Keep a straight body posture.
6. Say something nice to the person.
7. Say no.

8. Give a reason for saying no.
9. Suggest something else to do.
10. If the person does not listen to you, say no again and leave.

Materials were collected and points were posted.

Week Thirty-Two

Students were video taped role playing the various social skills that they learned. Each student demonstrated at least two social skills, both as the helper and then as the learner.

Post tests were distributed to each teacher to measure the amount of learning that had taken place over the past eight months. Records of after school detentions were analyzed by the writer to note any significant differences. Results were entered on tables and graphs.

Surveys were sent home to the parents to record their satisfaction with the program. Sixth grade teachers were also surveyed to determine if fewer detentions had been written on the students of the social skills program. The results were noted and recorded.

An open house was held to celebrate the culmination of the program. Parents, teachers, administrators, and friends were invited. Students' Charts, Point Charts, and photographs were displayed. The video tape of the students role playing the various social skills was played. Refreshments were served by the students. Prizes and certificates were awarded to the deserving students.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The program, Social Skills for Daily Living, used to help the learning disabled and the basic student achieve appropriate social skills resulted in the majority of the targeted population accomplishing proficiency in those social skills selected for this practicum. The isolation that is so prevalent among LD children and low achieving students was not in evidence by the end of the implementation. Moreover, relationships were developing where none existed before. This could be seen in their willingness to help one another achieve mastery in various social skills. Furthermore, feedback from their teachers and parents indicated that generalization was occurring, and the social skills were being used outside the classroom. Perhaps one of the most significant results was that these low achieving children were enjoying learning. Their enthusiasm towards the program was reported to the writer by the mainstream teachers. Many of the teachers said that the program was the highlight of the children's week. In fact, the program became so important to one 13 year old student that his teacher said that he no longer talked about dropping out of school when he turned 16. She felt that he was beginning to feel good about himself because of what he was learning in the social skills class.

An instrument that helped measure the success of the project was the Checklist of Observable Student Behaviors. It was used as a pretest to determine how many students actually demonstrated appropriate social behaviors, and then as a post test to determine if there was any observable improvement among this population in their social skills.

The results were dramatic. After eight months of implementation of the program, the teachers determined that there was a significant improvement in all areas of the students' social behaviors. Gains in Accepting "No", Resisting Peer Pressure, Accepting Criticism, and Body Basics are worth noting. Perhaps no social skill is more important and difficult for adolescents to master than Resisting Peer Pressure. Often children do not want to engage in a behavior that will lead to trouble, but they are pressured into it by friends. They are simply not adroit in ways of refusing and suggesting alternative activities. By learning a few simple steps such as saying no, giving a reason for refusing to engage in the activity, and then suggesting something else, these children learned ways of resisting peer pressure while keeping their friends. It is not unusual that middle school children would not have this skill as part of their repertoire.

Accepting Criticism is another skill that is very difficult for most adolescents to react appropriately to. One reason is that children are particularly sensitive to the changes that they are experiencing, and they feel

especially vulnerable to these changes. Understanding that criticism did not mean they were inadequate improved their self-concepts. Furthermore, since the program required that students evaluate each other during the role playing aspect of the project, they learned to accept criticism and the value of dealing fairly and honestly with each other.

Of course, Accepting "No" is another skill that would present problems for most adolescents, yet alone the low achieving and special needs child. While not every student was able to generalize this skill, nevertheless, an impressive number did.

Learning these skills is of little consequence if the students are not using them outside of the learning environment of the classroom. Since the checklist indicated that many of the students were generalizing the newly acquired social skills, the probability is that these children will continue to use them. The writer considers this to be the most significant gain of all.

A comparison of the pre and post checklist has been entered on Figure 1.

Pre and Post Results of Observable Behaviors of 53 Students

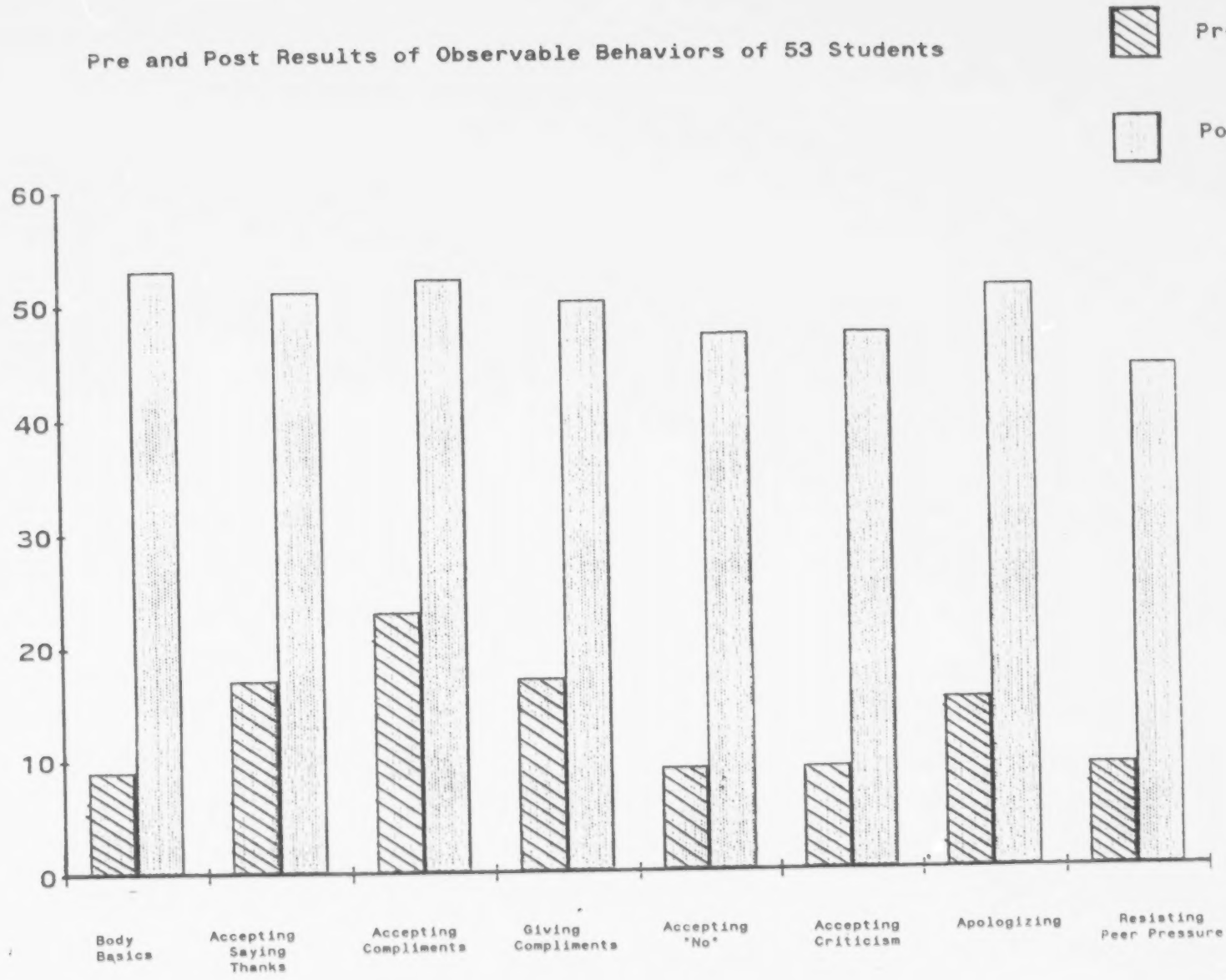

Figure 1

Although the children brought back evidence that they were using the skills outside the classroom, the writer felt that parental satisfaction of the program was a necessary component. She surveyed both the parents and the sixth grade teachers. The writer determined that there was indeed satisfaction with the children's behavior and with the program. Fifty-three Parental Surveys were sent home, and 27 were returned. With the exception of one survey, all indicated satisfaction with the program and with the children's behavior, as Table 2 indicates.

Table 2

Results of Parental Survey

	Agree	Disagree
1. I am satisfied with the social skills program that my child has been participating in.	27	0
2. I am satisfied with the changes that I have seen in my child.	26	1
3. I believe that social skills is necessary for middle school] children.	27	0

It was expected that there would be a significant decrease in the number of students placed in the after school detention program as a result of this project. The records indicated that this was achieved. Table 3 shows that there were 31 percent fewer detentions written in April, 1991 as compared with April, 1990. Moreover, the assistant principal responsible for the management of the after school detention program further supported this by stating that detentions had decreased enough to reduce the program from four days a week to three days a week.

Table 3

Comparison of Number of Detentions Served

	April, 1990	April. 1991
Detentions	393	272

Furthermore, the writer polled each sixth grade teacher to determine if fewer detentions were being issued to the students who had participated in the writer's social skills program. She ascertained that each sixth grade teacher had assigned fewer detentions to the children in the social skills program.

Another instrument that helped determine the success of the program was the Awareness Quiz. The quiz was a synthesis of the information presented in the comic books and in the skill books. Each skill was accompanied by an Awareness Quiz that was administered at the end of each skill unit. One hundred percent mastery was required for all the skill steps before moving on to the Practice activities, including the Body Basics. Although the criteria for mastery seemed impossible to achieve for low functioning students, the difficulty level of the test was not so challenging that mastery was unattainable. Actually, most students reached mastery on their first attempt. No more than two attempts was ever necessary for any student. Furthermore, the students were experiencing what few of them had ever known, superior marks and academic success.

Conclusion

The writer concluded that low functioning and learning disabled children can learn social skills if a program is developed with their special needs in mind. Social Skills for Daily Living is such a program, and it was implemented with significant results. Low achieving and LD students who demonstrated little knowledge of proper social behaviors were able to actively engage in various social interactions in appropriate ways.

Furthermore, students who seemed shy and unsure of themselves at the beginning of the year were now displaying more confident behaviors. This became more apparent as students began broadening their circle of friends to include those of other cultures and genders. Those few students who had more serious social deficits were, nevertheless, learning ways to be more acceptable to the other students. Social skills is certainly a path to greater success and the children knew it.

Recommendations

It is recommended by the writer that not only should social skills be taught to low achieving and LD children, but that all middle school students could benefit from exposure to appropriate social behaviors. Furthermore, the writer recommends that social skills be included in the middle school curriculum as an elective, thereby, permitting all children an opportunity of taking the class.

Dissemination

At the recommendation of the writer, four Social Skills for Daily Living kits were purchased by the middle school. The writer gave a demonstration of the ease of using the program and will be supervising the implementation of the program to the emotionally handicapped classes.

Because of the positive results of the project, the mainstream teachers have asked for a social skills class to be offered as an elective for the 1991-1992 school year. This was met with approval by the assistant principal in charge of curriculum.

The writer was a presenter at a state convention recently. She discussed the implementation of her practicum and the game she invented to accompany the program. She had numerous requests for the game which she honored.

The video of the students performing the various social skills will remain in the school library and used as a teaching tool to be checked out by the teachers.

References

Alley, G. & Deshler, D. (1979). Teaching the Learning Disabled Adolescent: Strategies and Methods. Denver: Love Publishing.

Brown, M., Pettit, G., & Dodge, K. (1988). Early family experience, social problem solving patterns, and children's social competence. Child Development, 59 (1), 107-120.

Carlson, G., Asarnow, J. & Guthrie, D. (1987). Coping strategies, self-perceptions, hopelessness, and perceived family environments in depressed and suicidal children. Journal of Consulting and Clinical Psychology, 55 (3), 361-365.

Ellis, E., (1986). The role of motivation and pedagogy on the generalization of cognitive strategy training. Journal Of Learning Disabilities, 19 (2). 66-70.

Freed, A. & Freed, M. (1978). TA for Kids. Sacramento: Jalmar Press.

Glasser, W., (1984). Control Theory. (p. 14). New York: Harper & Row.

Goldstein, A. & Glick, B. (1987). Aggression Replacement Training. Champaing, Illinois: Research Press.

Gray-Shoffner, C. (1986). A rescue program for potential dropouts. Principal, 66 (2), 53-56.

Grossnickle, D. R., (1988, January). Achievement

motivation skill training: Assisting unmotivated students. Bulletin, (pp. 24-27).

Jackson, N., Jackson, D., & Monroe, C. (1983). Getting Along with Others: Teaching Social Effectiveness to Children. Champaign: Research Press.

Kramer, P., (1988, March). A preventive approach to adolescent problems. Educational Leadership, (pp. 56-57).

Larson, K. & Gerber, M. (1987). Effects of social metacognitive training for enhancing overt behavior in learning disabled and low achieving delinquents. Exceptional Children, 54 (3), 201-211.

Lasley, T. (1987, May). Teaching selflessness in a selfish society. Phi Delta Kappan. (pp.674-678).

Mathews, R., Whang, P., & Fawcett, S., (1980). Behavioral assessment of job-related skills: Implications for learning disabled young adults. Research Report No. 6. Lawrence, KS: The University of Kansas Institute for Research in Learning Disabilities.

Nelson, C. (1988, Summer). Social skills training for handicapped students. Teaching Exceptional Children. (pp. 19-22).

Schumaker, J. & Hazel, S. (1984). Social skills assessment training for the learning disabled: who's on first and what's on second? part I. Journal of Learning Disbilities, 17 (7), 422-431.

Schumaker, J. & Hazel, S. (1984). Social skills assessment training for the learning disabled: who's on first and what's on second? part II. Journal of Learning Disabilities. 17 (8), 492-499.

Schumaker, J., Hazel, J., & Pederson, C. (1988). Social Skills for Daily Living. Circle Pines: American Guidance Service.

Schumaker, J., Pederson, C., Hazel, J., & Meyen, E. (1983). Social skill curricula for mildly handicapped adolescents: a review. Focus on Exceptional Children, 16 (4), 3-16.

Thurlow, M., Greener, J., & Ysseldyke, J. (1983). LD and non-LD students' opportunities to learn. Learning Disability Quarterly, 6 (2), 172-182,

Waksman, S. (1984, Spring) Assertion training with adolescents. Adolescence, XIX (73), 123-130.

Wesson, C., Wilson, R., & Mandlebaum, L. (1988, Winter). Learning games for active student responding. Teaching Exceptional Children (pp. 12-14).

APPENDIX A

TEACHER SURVEY

Teacher Survey

	Agree	Disagree
1. Inappropriate social behaviors of some students is a concern of mine.		
2. A program initiated to help these students learn appropriate social skills is needed.		
3. There are students in this school who would benefit from such a program.		
4. This would reduce the number of detentions and referrals written on these students.		

Comments: _____

Teacher: _____

Subject: _____

Return to Mrs. Letti Obradovich

APPENDIX B

ADMINISTRATIVE SURVEY

Administrator Survey

	Agree	Disagree
1. Inappropriate social behaviors of some students is a concern of mine.		
2. A program initiated to help these students learn appropriate social skills is needed.		
3. There are students in this school who would benefit from such a program.		
4. This would reduce the number of administrative detentions and suspensions that are given.		

Comments: _____

_____

_____

Administrator _____

Date _____

Return to Letti Obradovich

APPENDIX C

ADMINISTRATIVE DETENTION ANALYSIS CHART

ADMINISTRATIVE DETENTION ANALYSIS CHART

	1990	1991
Administrative detentions for the month of May.		

APPENDIX D

PRE AND POST CHECKLIST OF OBSERVABLE STUDENT BEHAVIORS

PRE AND POST CHECKLIST OF OBSERVABLE STUDENT BEHAVIORS

	Agree	Disagree
1. Student makes eye contact faces me, uses appropriate voice tone, body posture, and the right facial expression.		
2. Student is able to accept and say thanks.		
3. Student is able to accept compliments.		
4. Student is able to give compliments.		
5. Student is able to accept "no".		
6. Student is able to accept criticism.		
7. Student is able to apologize.		
8. Student is able to resist peer pressure.		

STUDENT_____

TEACHER_____

DATE_____

Return to:

Letti Obradovich

APPENDIX E

AWARENESS QUIZ

Body Basics
Awareness Quiz
Page 2

Name _____

Date _____

7. Why do you use the right voice tone when you talk with people?
   - **A.** Because you want them to stop talking to you.
   - **B.** Because you want them to know that you are talking.
   - **C.** Because you want them to be happy with you.
   - **D.** Because you want them to understand how you feel.

8. What is facial expression?
   - **A.** The way you face a person.
   - **B.** The way your eyes look away from the person.
   - **C.** The look on your face.
   - **D.** The shape of your face.

9. Why do you use the right facial expression when you talk with people?
   - **A.** Because you want them to get along with each other.
   - **B.** Because you want them to help you with your work.
   - **C.** Because you want them to stop talking to you so much.
   - **D.** Because you want them to understand how you feel.

10. What is body posture?
    - **A.** The way your body looks when you sit or stand.
    - **B.** The way your body feels when you're tired.
    - **C.** The way you touch your toes without bending your knees.
    - **D.** The way you face a person who is angry with you.

11. Why do you use the right body posture when you talk with people?
    - **A.** Because you want them to know that you're better than they are.
    - **B.** Because you want them to know that you're in good shape.
    - **C.** Because you want them to know that you're interested in them.
    - **D.** Because you want them to know that you're a fun person.

List the main words of the Body Basics.

1. _____
2. _____ _____
3. _____
4. _____ _____
5. _____

Social Skills for Daily Living © 1988 AGS® American Guidance Service, Inc. All rights reserved. Permission to the purchaser to reproduce this form is hereby granted by the publisher.

APPENDIX F

TEACHER DETENTION SURVEY

TEACHER DETENTION SURVEY

	AGREE	DISAGREE
1. Fewer detentions were written on the participants of the social skills program.		

Teacher Date

Return to: Letti Obradovich

TEACHER DETENTION SURVEY

	AGREE	DISAGREE
1. Fewer detentions were written on the participants of the social skills program.		

Teacher Date

Return to: Letti Obradovich

APPENDIX G

PARENTAL SURVEY

Parental Survey

	Agree	Disagree
1. I am satisfied with the social skills program that my child has been participating in.		
2. I am satisified with the changes that I have seen in my child.		
3. I believe that social skills is necessary for middle school children.		

Parental/Guardian Signature Date

Parental Survey

	Agree	Disagree
1. I am satisfied with the social skills program that my child has been participating in.		
2. I am satisified with the changes that I have seen in my child.		
3. I believe that social skills is necessary for middle school children.		

Parental/Guardian Signature Date